## ‘I think’ Speaking Frame

* *The purpose of using this strategy is to encourage students to use their prior knowledge of vocabulary, use or make up evidence to support their decisions about possible meaning(s) of words especially unfamiliar words. They can also use their current / or revised understanding of the word in a sentence.*

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| **WORD** | **POSSIBLE MEANINGS** | **EVIDENCE / CLUES** | **USE IN A SENTENCE** |
| Technological modelling | * Types of models / designs * Practices used to enhance technological developments * Includes functional modelling and prototyping | Noun – technology and model. ‘Technological – relating to technology. Probably refers to types of models used in technology | One of the types of technological modelling I used in my last project was a mock up. |

**Possible approach:**

1. At the start / or particular part of a topic or lesson, select target key words

2. Give students the words and table above.

3. Students use all clues available to them to get a possible meaning(s). Do not allow dictionaries.

4. Students use the speaking frame / or their own version to talk about the words, clues used to create their own meanings, and their sentence.

5. The idea is to get students to speak more often about the words, what they mean and how they apply to particular concepts that they learning / have learned. Encourage students to use their own words as much as possible.

Speaking Frame:

I think …… (word) means ….. because ….

My sentence is:

Possible meanings for the ….. (word) include …….

The evidence / clues that I used to arrive at these meanings are: (firstly, secondly, thirdly etc)

In this context, I think ….. (word) refers to ...

My sentence is: